

DIGITAL OFFICE COMPETENCIES AND EFFECTIVE TEACHING BY BUSINESS EDUCATORS IN BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS IN BAYELSA STATE

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Abstract

This study examined the relationship between digital office competencies and effective teaching by Business educators in Business Education programmes in tertiary institutions in Bayelsa State. The study investigated the relationship between word processing competency, presentation competency, and Learning Management System (LMS) competency and effective teaching in Business Education programmes. A correlational research design was adopted for the study. The population consisted of 128 Business educators drawn from three tertiary institutions in Bayelsa State, namely Isaac Jasper Boro College of Education (32), Nigeria Delta University (7) and Federal University, Otuke (12). A census sampling technique was used because the entire population was manageable. Data were collected using a researcher-developed questionnaire titled “Digital Office Competencies Required by Business Educators for Effective Teaching in Business Education Programme Questionnaire (DOVRBEETBEPQ).” The instrument was validated by experts, while the reliability test using Cronbach Alpha yielded an overall coefficient value of 0.78. Out of 49 copies of the questionnaire distributed, 40 were successfully retrieved and analyzed using Pearson Product Moment Correlation Coefficient (PPMC). The findings revealed that there was a strong positive and significant relationship between word processing competency and effective teaching. The study also found a moderate positive and significant relationship between presentation competency and effective teaching. In addition, a strong positive and significant relationship existed between Learning Management System competency and effective teaching. The study concluded that digital office competencies significantly enhance effective teaching in Business Education programmes in tertiary institutions in Rivers State. Based on the findings, the study recommended that Business Education lecturers should undergo regular digital skills training, tertiary institutions should organize workshops on presentation technologies, and adequate ICT facilities and LMS training should be provided to support effective teaching and learning in tertiary institutions.

Key words: Digital Learning Competency, Learning Management System. Business Education programme, and Digital Communications.

Introduction

The rapid advancement of digital technology has transformed the educational system globally, especially in the area of teaching and learning in tertiary institutions. In the 21st-century learning environment, business educators are expected to possess relevant digital office competencies that will enable them to effectively deliver instructional content, manage classroom activities, and prepare students for the modern digital workplace. Digital office competencies refer to the knowledge, skills, and abilities required for the effective use of digital tools, office technologies, communication platforms, and computer applications in performing educational and administrative tasks. These competencies include the use of word processing software, spreadsheet applications, presentation tools, database management systems, internet technologies, virtual communication tools, cloud computing applications, and other digital office technologies used in modern organizations.

Business Education is a programme designed to equip students with practical knowledge, entrepreneurial skills, office competencies, and managerial abilities needed for employment and self-reliance. The programme prepares students for careers in office administration, teaching, accounting, marketing, and other business-related occupations. However, the effectiveness of Business Education largely depends on the competencies possessed by business educators who are responsible for training students in line with current workplace realities. The increasing

digitalization of offices and organizations has made it necessary for business educators to continuously update their digital skills to remain relevant in the teaching profession.

The emergence of e-learning, virtual classrooms, online collaboration platforms, and digital instructional resources has further increased the demand for digital office competencies among educators. According to Onodu and Nwokike (2021), business educators require digital communication skills, computer application skills, and internet competencies for effective teaching in the digital age. The authors emphasized that the integration of technology into teaching improves instructional delivery, students' engagement, and learning outcomes in tertiary institutions. Similarly, Ayemhenre, Okoloe, and Ogidan (2022) observed that digital skills are highly required by business educators for effective instructional delivery, classroom management, and evaluation of students in Colleges of Education.

In recent years, tertiary institutions in Nigeria, including those in Rivers State, have increasingly adopted digital technologies for teaching, learning, record keeping, communication, and administrative operations. This development became more evident during and after the COVID-19 pandemic, when institutions relied heavily on online teaching platforms and digital communication systems to sustain academic activities. As a result, business educators are expected to possess competencies in the use of Microsoft Office applications, Google Workspace tools, Learning Management Systems (LMS), video conferencing applications, online assessment platforms, and internet-based communication technologies. Studies have shown that digital office competencies enhance instructional effectiveness, improve teaching efficiency, and prepare students for the realities of the contemporary workplace.

Furthermore, Okoye and Ugwuogo (2020) noted that ICT productivity and presentation competencies are highly required for effective Business Education programmes in tertiary institutions. Their study revealed that competencies in digital presentations, office applications, and technology-based instructional delivery improve the quality of teaching and learning in Business Education. Also, Timya (2023) found that digital technology skills are required to a high extent for effective teaching and learning of Business Education courses in tertiary institutions. The study stressed that educators must possess competencies in digital communication, online instructional delivery, and technology integration to meet the demands of modern education.

Despite the importance of digital office competencies, many business educators still face challenges such as inadequate digital literacy, lack of access to modern technological facilities, poor internet connectivity, insufficient training opportunities, and limited institutional support. These challenges affect the effective integration of technology into teaching and learning processes. In some tertiary institutions, educators still rely heavily on traditional teaching methods due to limited exposure to modern office technologies and digital instructional tools. This situation creates a gap between the skills possessed by graduates and the competencies required in today's technology-driven workplace.

Falloon (2020) emphasized that educators need professional digital competencies to effectively integrate technology into teaching and support students' learning experiences. The author identified digital communication, information management, collaboration, content creation, and technological problem-solving as essential competencies for educators in the digital age. Therefore, there is a growing need to identify the digital office competencies required by

business educators for effective teaching in Business Education programmes in tertiary institutions in Rivers State. Identifying these competencies will help educators, school administrators, curriculum planners, and policymakers understand the specific digital skills needed to improve instructional delivery and align Business Education programmes with global technological trends.

Statement of Problem

The integration of digital technologies into tertiary education has made digital office competencies essential for effective teaching in Business Education programmes. These competencies enable business educators to effectively use word processing tools, spreadsheets, presentation software, internet resources, and online learning platforms to enhance instructional delivery and student engagement. However, there is growing concern that many business educators may not possess adequate digital office competencies required for effective teaching in today's technology-driven learning environment.

The researchers observed that persistent gaps in educators' digital readiness. This could be seen from many educators who still struggle with integrating digital tools into teaching due to limited competence in areas such as digital communication and content creation. In the same vein, Onodu and Nwokike (2022) found that many educators rely on traditional teaching methods because of weak digital communication and application skills, while Ayemhenre, Okoloe and Ogidan (2022) emphasized that limited training and exposure to modern digital tools hinder effective classroom technology integration.

Despite these studies, there is still a contextual gap in identifying the specific digital office competencies required by business educators in tertiary institutions in Rivers State for effective teaching. Most existing research focuses broadly on ICT skills without clearly outlining core office-based digital competencies needed for Business Education instruction in the local context. This study therefore seeks to bridge this gap by identifying the required digital office competencies that will enhance effective teaching and improve instructional delivery in Business Education programmes in Rivers State tertiary institutions.

Aims and Objectives of the study

The main objective of this study is to determine the relationship between digital office competencies and effective teaching by Business educators in Business Education programmes in tertiary institutions in Bayelsa State

Specifically, the study seeks to:

1. Determine the relationship between word processing competency and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State.
2. Examine the relationship between presentation competency and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State.
3. Investigate the relationship between Learning Management System (LMS) and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State.

Research Questions

Based on the objectives of the study, the following research questions were formulated:

1. What is the relationship between word processing competency and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State?
2. What is the relationship between presentation competency and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State?
3. What is the relationship between Learning Management System (LMS) and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State?

Hypothesis

The following hypotheses were formulated at 0.05 level of significance;

- H₀₁:** There is no significant relationship between word processing competency and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State.
- H₀₂:** There is no significant relationship between presentation competency and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State.
- H₀₃:** There is no significant relationship between Learning Management System (LMS) competency and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State.

Methodology

Correlational research design was adopted for the study and the area for the study was in tertiary institutions in Bayelsa State. The population of the study comprised of 49 Business educators from three tertiary institutions in Bayelsa state namely, Isaac Jasper Boro College of Education

(32), Nigeria Delta University (7) and Federal University, Otuoke (12). A census sampling technique was adopted for the study. The instrument for data collection was the researcher developed questionnaire titled “Digital Office Competencies and Effective teaching by Business Educators in Business Education Programme Questionnaire” (DOCEETBEBEPQ) which was face and content validated by two Business education lecturers and one from Measurement and Evaluation all in Isaac Jasper Boro College of Education. To establish the reliability of the instrument, copies of the instrument were distributed to 15 Business education lecturers in Federal College of Education, Bayelsa State. Cronbach Alpha formula was used to analyze the instrument using the Statistical Package for Social Sciences (SPSS) version 21 so as to establish the internal consistency of the instrument. Reliability coefficient values of were obtained for clusters B1 and B2 respectively with an overall coefficient value of 0.78. The questionnaire had 20 items in the three clusters. The instrument was structured on a four-point rating scale, with response categories as Strongly agree = 4, Agree = 3, Disagree = 2, and Strongly disagree = 1. The researcher administered copies of the instrument to the respondents in their various offices. Out of 49 copies of the instrument distributed, a total of 40 copies were successfully retrieved and were used for data analysis. The statistical tools used for answering the research questions and hypotheses was Pearson Product Moment Correlation Coefficient (PPMC).

Below gives an interpretation of the r value obtained and the relationship scale interpretation:

± 0.8	-	± 1.0	(Very strong Positive/Negative relationship);
± 0.6	-	± 0.79	(Strong Positive/Negative relationship);
± 0.4	-	± 0.59	(Moderate Positive/Negative relationship);
± 0.2	-	± 0.39	(Weak Positive/Negative relationship);
± 0.0	-	± 0.19	(Very weak Positive/Negative relationship);

Results and Discussion of Findings

Research Question One

What is the relationship between word processing competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State?

H₀₁: There is no significant relationship between word processing competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State.

Table 1: Correlation Coefficient between word processing competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State

Word Competency	Business Processing Education programmes
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word processing competency	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	40	40
Business Education programmes	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	40	40

****.** Correlation is significant at 0.05 level (2-tailed).

Source: SPSS Output (2026).

The result in Table 1 shows a strong positive relationship between word processing competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State ($r = .720$, $p = .000$). Since the p-value is less than 0.05, the relationship is statistically significant. This means that lecturers who possess strong word processing skills tend to demonstrate more effective teaching practices through better preparation of instructional materials, clearer documentation, and improved organization of learning content. Therefore, the null hypothesis is rejected.

Research Question Two

What is the relationship between presentation competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State?

H₀₂: There is no significant relationship between presentation competency and effective teaching in Business Education programmes in tertiary institutions in Bayelsa State.

Table 2: Correlation Coefficient between presentation competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State

		Presentation Competency	Business Education programmes
Employability Skills	Pearson Correlation	1	.601**
	Sig. (2-tailed)		.000
	N	40	40
Business Education programmes	Pearson Correlation	.601**	1
	Sig. (2-tailed)	.000	
	N	40	40

Correlation is significant the 0.05 level (2-tailed).

Source: SPSS Output (2026).

Table 2 reveals a moderate positive relationship between presentation competency and effective teaching in Business Education programmes ($r = .601$, $p = .000$). The relationship is statistically significant because the p-value is below 0.05. This indicates that lecturers who are skilled in using presentation tools such as PowerPoint tend to deliver more engaging and understandable lessons, which enhances the teaching process. As a result, the null hypothesis is rejected.

Research Question three

What is the relationship between Learning Management System (LMS) and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State?

H₀₃: There is no significant relationship between Learning Management System (LMS) competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State.

Table 2: Correlation Coefficient between Learning Management System (LMS) competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State.

			Learning Management System (LMS)	Business Education programmes
Learning Management System (LMS)	Pearson Correlation		1	.704**
	Sig. (2-tailed)			.000
	N		40	40
Business Education programmes	Pearson Correlation		.704**	1
	Sig. (2-tailed)		.000	
	N		40	40

Source: SPSS Output (2026).

The result in Table 3 shows a strong positive relationship between Learning Management System (LMS) competency and effective teaching in Business Education programmes ($r = .704$, $p = .000$). Since the p-value is less than 0.05, the relationship is statistically significant. This implies that lecturers who are competent in using LMS platforms are more effective in managing instructional delivery, engaging students, and supporting online or blended learning activities. Consequently, the null hypothesis is rejected.

Dissuasion of Findings

Research Question 1

What is the relationship between word processing competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State?

The finding from Table 1 revealed a strong positive and significant relationship between word processing competency and effective teaching in Business Education programmes. This implies

that lecturers who are proficient in word processing tend to demonstrate higher levels of teaching effectiveness through better preparation of instructional materials, clearer documentation, and improved organization of learning resources.

This finding is supported by Redecker (2021), who emphasized that digital document processing skills are essential components of educators' professional digital competence, enabling improved instructional planning and delivery. Similarly, Falloon (2020) noted that digital literacy, particularly in document creation and management, enhances teachers' ability to structure learning materials effectively and improve classroom communication.

However, this finding contradicts the view of Selwyn (2020), who argued that basic digital skills such as word processing do not significantly improve teaching effectiveness unless combined with strong pedagogical content knowledge and classroom management strategies. According to this perspective, technical skills alone are insufficient to guarantee effective teaching outcomes.

Research Question 2

What is the relationship between presentation competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State?

The result from Table 2 showed a moderate positive and significant relationship between presentation competency and effective teaching. This indicates that lecturers who are skilled in using presentation tools such as PowerPoint are more likely to deliver engaging, structured, and understandable lessons.

This finding is supported by Laurillard (2021), who explained that digital presentation tools enhance teaching effectiveness by promoting interactive and visually supported learning experiences. Similarly, OECD (2021) emphasized that digital communication and presentation skills are critical for improving learner engagement and knowledge retention in modern education systems.

In contrast, Kirschner and van Merriënboer (2020) argued that overreliance on presentation software may lead to passive learning, where students become less actively engaged in critical thinking and problem-solving activities. They cautioned that presentation tools alone do not guarantee deep learning if not properly integrated with active teaching strategies.

Research Question 3

What is the relationship between Learning Management System (LMS) competency and effective teaching by Business educators of Business Education programmes in tertiary institutions in Bayelsa State?

The finding from Table 3 revealed a strong positive and significant relationship between LMS competency and effective teaching. This suggests that lecturers who are competent in using LMS platforms are more effective in managing instruction, assessing students, and facilitating blended or online learning.

This finding is supported by Trust and Whalen (2020), who stated that LMS platforms significantly enhance instructional delivery by improving communication, feedback, and learner engagement in higher education. Similarly, Redecker (2021) noted that LMS competence is a key dimension of digital teaching competence, enabling educators to organize learning activities efficiently and support student-centered learning.

However, Selwyn (2020) argued that the effectiveness of LMS tools depends more on institutional infrastructure and pedagogical design than on the teacher's technical competence alone. He further suggested that LMS usage may not automatically translate into improved teaching effectiveness if not supported by adequate instructional strategies and access to digital resources.

Conclusion

The study concluded that digital office competencies have a significant positive relationship with effective teaching in Business Education programmes in tertiary institutions in Bayelsa State. Specifically, word processing competency enhances the preparation and organization of instructional materials, presentation competency improves lesson delivery and student engagement, while Learning Management System (LMS) competency strengthens instructional management and supports blended learning practices. Thus, the findings indicate that lecturers who possess stronger digital office competencies tend to demonstrate higher levels of teaching effectiveness in Business Education programmes.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Business Education lecturers should regularly undergo training and retraining on advanced word processing skills such as formatting academic documents, creating instructional materials, and developing professional teaching resources to enhance the quality of lesson preparation and delivery.

2. Tertiary institutions should organize workshops and capacity-building programmes to improve lecturers' competence in using presentation tools such as PowerPoint and Google Slides. This will help improve lesson delivery, student engagement, and understanding of complex Business Education concepts.
3. Universities and colleges should provide adequate ICT infrastructure and continuous training on LMS platforms such as Google Classroom, Moodle, and Microsoft Teams to enable lecturers effectively manage teaching, assignments, assessments, and student interaction in both physical and online learning environments.

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